

PLC Guide: The following is a sample protocol that teacher teams can take to gain an understanding of COHERENCE to build strong core instruction and to create a common language for teacher feedback. The goal of this PLC will be to develop common language and concrete strategies for teachers. When pairing coherence with rubric descriptors, leaders are able to make feedback actionable for teachers, and this feedback will help improve their core instruction.

Topic for Discussion: Teachers will be given tools and resources to read about the term coherence. You can find the resources for this PLC [here](#).

Step 1:	<p>Download the PowerPoint slides entitled COHERENCE section of the TDOE Leadership website at here. Also, select the video (Grade 5 ELA Framing the Lesson clip) from the Ayers Institute website here.</p> <p>Have teachers complete pre-reading assignment. (One assignment will focus on coherence on reading. All literacy teachers (ELA, SS, etc) should be included in this reading assignment. All math teachers (or similar subjects) should be include in the math reading assignment).</p>
Step 2:	<ol style="list-style-type: none"> 1. Review the PowerPoint slide that define the term, COHERENCE. Ask the teachers to share from their reading and compare it with the definition of COHERENCE from the slides. 2. Develop a draft “definition” of coherence collaboratively and share on chart paper or digitally in a PowerPoint slide. (If sharing a digital slide, make sure that your staff has collectively created their own definition that can be similar to the original. Your goal is to have all staff members feel ownership of this common language, and you want your staff members to be able to discuss in postconferences with the same language.
Step 3:	<p>Explain to the staff that you will be “testing” this definition with a video and discussion.</p> <ol style="list-style-type: none"> 1. Share the Ayers Institute Video with the staff. (Grade 5 ELA) 2. Share the PowerPoint slide with the walk through questions. Ask staff members to provide evidence explaining how the teacher demonstrated strong COHERENCE. You may need to share this video twice. In addition, provide teachers with a copy of the walk through questions from the PowerPoint slide. 3. Debrief as a staff what they found in the video.
Step 4:	<ol style="list-style-type: none"> 1. Share the General Educator Rubric or your current evaluation rubric with teachers. 2. Ask teachers to align the common definition of coherence with one indicator. (We recommend Teacher Content Knowledge for coherence). 3. Ask the staff to identify: “How does this indicator align to the definition of COHERENCE?” and “Which descriptors most align?” 4. At this point, have your staff refine their definition (if necessary).
Step 5:	<ol style="list-style-type: none"> 1. After providing models from the PowerPoint, ask teachers to script sample feedback phrases that would help a three level teacher obtain a five using the coherence language.
Step 6:	<p>Extension:</p> <p>After developing a common definition that is linked to indicators for evaluation, ask teachers to peer observe teaching partners looking for coherence and have teachers give each other feedback based on this activity.</p>

